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ABSTRACT

The eighth annual report produced by the Bureau of Research, Planning, and Evaluation analyzes the Scholastic Aptitude Test (SAT) scores of Connecticut's college-bound seniors presented to the State Department of Education by the College Board. This is the second report that comprehensively presents data from the Student Descriptive Questionnaire regarding students' characteristics, their high school record, and their college plans, in addition to test scores on the verbal and mathematics SAT, the test of Standard Written English, and the College Board Achievement Tests in English Composition, Mathematics I, American History, Biology, Chemistry, and Spanish. (Author/PN)

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COLLEGE-BOUND SENIORS REPORT

1981-82

Annual Report Series Number BRPE-83-4

NOVEMBER 1982

STATE OF CONNECTICUT BOARD OF EDUCATION

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INTRODUCTION

This is the eighth annual report produced by the Bureau of Research, Planning and Evaluation to analyze the Scholastic Aptitude Test scores of Connecticut's college-bound seniors. This is the second report that comprehensively presents students' characteristics, their high school record and their college plans, in addition to test scores.

This report is based upon the most recent responses of 1981-82 public and nonpublic school seniors who participated in the College Board's Admissions Testing Program at any time during high school. Thus, students who participated in the program in May of their junior year and in October of their senior year would have only the October results reported, while students who participated only in May of their junior year would have these scores included. Connecticut students are those attending school in Connecticut or, if school code is omitted, those with a Connecticut mailing address.

The Admissions Testing Program consists of the verbal and mathematical sections of the Scholastic Aptitude Test (SAT), and Test of Standard Written English (TSWE), fifteen optional achievement tests, and the Student Descriptive Questionnaire.

The Scholastic Aptitude Test, probably the most familiar component of the Admissions Testing Program, consists of a 2½-hour multiple-choice test of verbal and mathematical reasoning. It is intended to supplement high school grades in the college admissions process. The tests, whose scores range from 200-800 points, are constructed so that scores will be comparable from form to form, administration to administration and year to year.

The Test of Standard Written English is a thirty minute multiple-choice examination of ability to recognize standard written English. It was developed in 1974-75 to help colleges place students in freshman English courses. Scores are placed upon a 20 to 80 point scale, but because it is to be used as a diagnostic instrument the highest reported score is 60+.

A student may take up to three one-hour multiple-choice achievement tests per session. These are designed to measure knowledge and its application in English Comprehension, Literature, American History and Social Studies, European History and World Culture, Mathematics Levels 1 and 2. French, German, Hebrew, Latin, Russian, Spanish, Biology, Chemistry and Physics.

The Student Descriptive Questionnaire contains questions on a student's background, school record, extra curricular activities, and college plans. It gives colleges a broader picture of a student than do test scores alone. In Connecticut in 1982, 84% of the students, responded to at least one item on it.

The students in this report are called college-bound seniors. These are students whose intent to attend college is indicated by their taking the SAT. Some of these students, however, do not attend college. Last year tne College Board reported that 32,196 seniors in the class of 1981 took the SAT. Information from the Connecticut State Department of Education's Graduate Follow-Up Report indicated that 31,309 of the 1981 graduates of the local public, vocational technical and nonpublic schools were pursuing post high school study.

The primary purpose of this report is to highlight the information on college-bound seniors presented to the State Department of Education by The College Board. The Research, Information Systems and Planning Unit of the Bureau of Research, Planning and Evaluation has a file of statewide data from 1971-72 to date and welcomes inquiries.

HIGHLIGHTS

- 3.,962 students, 64.0% of all 12th graders in Connecticut took a Scholastic Aptitude Test (see Table 1).

- The percentage of minority students among college-bound seniors has risen from 6.2% to 9.3% in the past ten years (see Table 2).

- The Connecticut SAT verbal average of 432 was six points above the 1981-82 national average and two points above last year's State average. Both averages have declined by approximately 30 points in the past ten years (see Table 3 and Figure 1).

- On the SAT verbal Connecticut males averaged 437 and females 428 in 1981-82. This difference, also evident nationally, was the second largest in the past ten years (see Table 3).

- The Connecticut average SAT mathematical score of 464 was one point above last year's State average but three points below the 1981-82 national average. In the past ten years these averages have declined by about 20 points (see Table 4 and Figure 2).

- In 1981-82 the mean SAT mathematical score of Connecticut males was 490, fifty points higher than the female average. This same difference was evident in the national scores (see Table 4).

- 7.8% of Connecticut students scored above 600 on the verbal SAT as did 14.9% on the mathematical SAT. These represented increases over the prior year of 0.5 and 1.5 percentage points, respectively (see Table 5).

- The Connecticut average of 42.5 (on a scale of 20-80) on the Test of Standard Written English was 0.2 above the 1981-82 national average. Scores in Connecticut have declined since the test's inception in 1974-75 (see Table 6).

- Connecticut female students averaged 43.1 on the 1981-82 TSWF, 1.3 points higher than the males. In 1974-75 the female average was 2.4 points higher than the males (see Table 6).

- About 1 in 3 Connecticut students who take the SAT take the achievement tests; nationwide the figure is almost 1 in 5. Despite this, Connecticut students outperformed students in the nation in American History and English Composition (see Table 7).

- The reported grade point average (GPA) of college-bound seniors peaked in 1975-76. The average GPA in 1981-82 was 2.97 for females and 2.84 for males. In 1981-82, 6.4% of males and 3.7% of females in Connecticut reported a GPA below C (see table 8).

- Connecticut college-bound seniors reported taking more courses in mathematics, English, foreign languages and the sciences and fewer courses in social studies than did student nationally (see Table 9).

- Females took fewer mathematics courses than males in the past ten years. However, the difference between males and females in the average number of mathematics courses taken has narrowed (see Table 9).

- Since 1971-72 the number of years that foreign languages are taken has declined by about one-half year (see Table 9).

- The percentage of college-bound Connecticut students in honors courses in 1981-82 ranged from 9.3% males in foreign languages to 16.4% for females in English (see Table 10).

- With the exception of female participation in athletics, the 1981-82 participation rates of Connecticut students in high school activities generally declined from levels five and ten years ago (see Table 11).

- The number of female students intending to secure a professional degree has increased in the past ten years and is approaching parity with males (see Table 12).

- The intended area of college study has shifted from the arts and humanities, the biological sciences, and social sciences toward business and commerce and the physical sciences. Particularly notable is the shift of female interest in business (see Table 13).

- The percent of Connecticut female students intending to study education dropped from 16.9% ten years ago to 6.7% in 1981-82 and the percentage of males declined from 5.4% to 1.8% during the same period (see Table 13).

COLLEGE-BOUND SENIORS REPORT: 1981-82

I. STUDENT CHARACTERISTICS

The Connecticut test scores from the Admissions Testing Program (ATP) have little meaning unless compared with prior years' data and national data. This underscores the importance of knowing how the characteristics of the Connecticut students participating in the ATP change from year to year and how these characteristics compare to students nationally.

Between school years 1971-72 and 1981-82 the number of twelfth graders in the local public, state vocational-technical schools and the nonpublic schools has fluctuated between 48,646 and 51,863 and was 49,923 in 1981-82. The percentage of these students in the public schools rose from 83.6% in 1971-72 to a peak of 86.5% in 1975-76 and is now 84.8% (see Table 1).

Table 1

Characteristics of 12th Grade Students in Connecticut

School Year	Number of 12th Graders	Percent in Public Schools	Number of SAT Exams	Percent of 12th Graders Taking SAT
1981-82	49,923	84.8%	31,962	64.0%
1980-81	50,031	84.9%	32,196	64.4%
1979-80	49,405	85.1%	31,734	64.2%
1978-79	51,671	85.5%	32,285	62.5%
1977-78	51,863	85.8%	31,567	60.9%
1976-77	51,848	85.9%	31,834	61.4%
1975-76	51,570	86.5%	32,967	63.9%
1974-75	51,602	86.1%	33,189	64.3%
1973-74	50,202	85.7%	32,002	63.7%
1972-73	50,152	85.1%	32,547	64.9%
1971-72	48,646	83.6%	32,142	66.1%

In 1981-82, 64.0% of Connecticut's twelfth graders took the SAT. This was 0.4% lower than last year but 3.1% above the 1977-78 low. Nationwide only 33% of high school graduates take the SAT. Since a general assumption in interpreting these scores is that the greater the percentage of students taking the test, the lower the average score, the Connecticut scores might be predicted to be below the national average. Yet in many cases, Connecticut scores are actually higher than the national average and most are higher than would otherwise be expected.

Table 2 shows the characteristics of the Connecticut seniors who took the SAT for the years 1971-72 through 1981-82. The percentage of female college-bound seniors has risen gradually from 49% in 1971-72 to 52.5% in 1981-82. Nationally 51.8% of the test takers in 1981-82 were female. The percentage of students reporting that they attended public schools declined from 79.8% in 1974-75 to 76.8% in 1981-82. This information was not available before 1974-75. Nationally, 81.0% of the college-bound seniors of 1981-82 reported attending public schools.

Table 2

Characteristics of Connecticut Students
Taking the Scholastic Aptitude Test

School Year	Number Taking SAT	Percent Female	Estimated Percent Public	Estimated Percent Minority	Estimated Median Family Income
1981-82	31,962	52.5%	76.8%	9.3%	$28,700
1980-81	32,196	52.1%	77.1%	9.0%	$25,200
1979-80	31,734	52.0%	78.6%	8.8%	$22,900
1978-79	32,285	51.9%	78.3%	8.4%	$21,400
1977-78	31,567	52.2%	78.4%	8.1%	$19,700
1976-77	31,834	52.0%	78.7%	7.5%	$17,900
1975-76	32,967	50.9%	79.7%	7.1%	$17,000
1974-75	33,189	50.6%	79.8%	6.7%	$15,975
1973-74	32,002	50.8%	NA	7.0%	NA
1972-73	32,547	50.4%	NA	6.0%	NA
1971-72	32,142	49.0%	NA	6.2%	NA

In the past ten years the percentage of college-bound students in Connecticut who were minorities rose from 6.2% to 9.3%. Nationwide, 18.3% of the 1981-82 college-bound students were minorities as were 12.6% of the twelfth grade students in Connecticut's local public schools in the fall of 1981. The median family income of $28,700 reported by Connecticut college-bound seniors in 1981-82 was $1,900 above the current national average of $26,800.

Thus, the 1981-82 Connecticut college-bound senior class had more females, fewer minorities, fewer public school students and was wealthier than the national group. How these factors affect the comparison of Connecticut scores to those of the nation is a matter of conjecture.

II. TEST SCORES

Table 3 and Figure 1 contain the average SAT verbal scores for male and female students in Connecticut and the nation for the past ten years. The 1981-82 Connecticut average of 432 was two points above last year's and six points above the current national average. In the past ten years the Connecticut average has ranged from six to nine points above the national average. This year's two point increase is the largest gain in the past ten years.

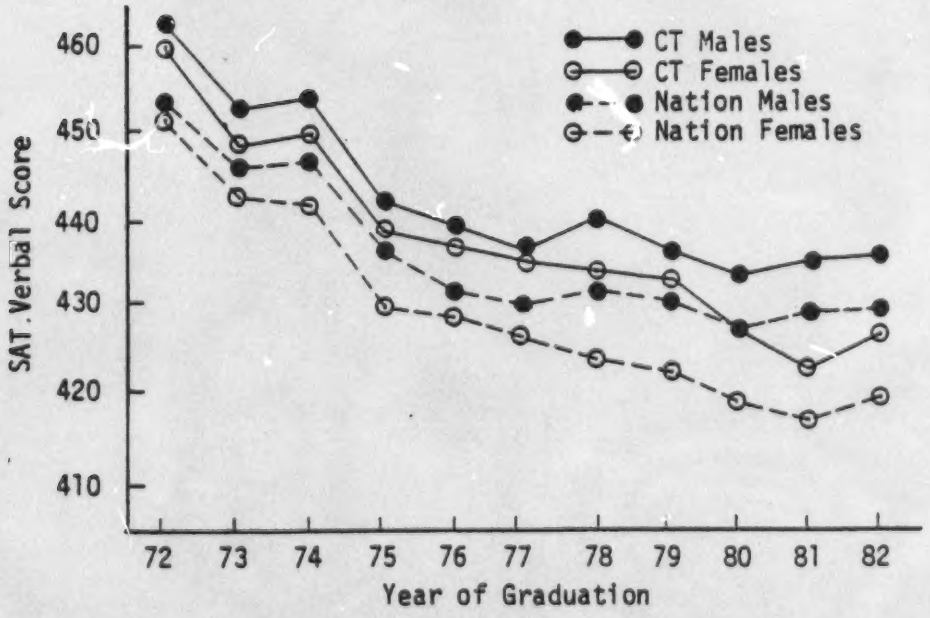
Table 3

Scholastic Aptitude Test Verbal Scores

Academic	Males		Females		Total	
Year	CT	Nation	CT	Nation	CT	Nation
1981-82	437	431	428	421	432	426
1980-81	436	430	424	418	430	424
1979-80	434	428	428	420	431	424
1978-79	437	431	434	423	435	427
1977-78	441	433	435	425	438	429
1976-77	437	431	436	427	437	429
1975-76	440	433	438	430	439	431
1974-75	443	437	440	431	442	434
1973-74	454	447	450	442	452	444
1972-73	453	446	449	443	451	445
1971-72	463	454	460	452	461	453

Figure 1

Scholastic Aptitude Test Verbal Scores



Males outscored females on the verbal SAT both in Connecticut and the nation. In 1981-82 the male average of 437 was nine points higher than the female average in Connecticut. Nationally this difference was ten points. This large difference has occurred recently. Prior to 1979-80 the typical gap was three to four points.

The downward trend of the verbal SAT has leveled off and may, in fact, be on an upswing. Nationally, scores have not declined for two years and in Connecticut the two point increase carried the state average above the 1979-80 level. Nevertheless, the Connecticut average of 432 is 29 points below the level of ten years ago, and the national average of 426 is 27 points below the level of ten years ago.

Table 4 and Figure 2 present the SAT mathematical scores for male and female students in Connecticut and the nation for years 1971-72 through 1981-82. In 1981-82 the Connecticut average of 464 was one point over the prior year, but remained three points below the national average for the second consecutive year. In the past ten years the state's average has varied from one point above to three points below the national average.

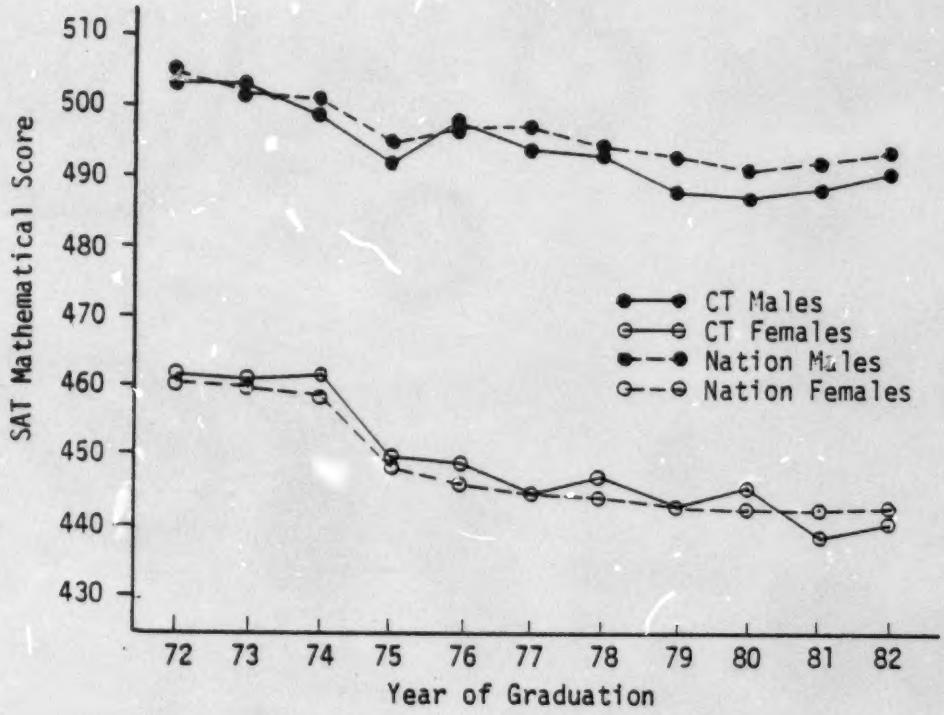
Table 4

Scholastic Aptitude Test Mathematical Scores

Academic	Males		Females		Total	
Year	CT	Nation	CT	Nation	CT	Nation
1981-82	490	493	440	443	464	467
1980-81	488	492	439	443	463	466
1979-80	487	491	446	443	466	466
1978-79	488	493	443	443	465	467
1977-78	493	494	447	444	469	468
1976-77	494	497	445	445	468	470
1975-76	498	497	449	446	473	472
1974-75	492	495	450	449	471	472
1973-74	499	501	462	459	480	480
1972-73	503	502	461	460	482	481
1971-72	504	505	462	461	484	484

Figure 2

Scholastic Aptitude Test Mathematical Scores



In 1981-82 there was a fifty point gap between the average of male and female students. In the past ten years this differential has ranged from 37 to 50 points. The male average of 490 was two points above last year and the highest level since 1977-78. The female average of 440 was up one point from the 1980-81 low.

The decline in the mathematical SAT average appears to have leveled off. Nationwide, the averages have remained within two points of each other for the past five years and in Connecticut the current average is within one point of the 1978-79 average. However, in the past ten years Connecticut scores have fallen by twenty points from 484 to 464 and nationally, scores have fallen by seventeen points from 484 to 467.

Table 5 presents the percentage of students in Connecticut and the nation who scored above 600 on the verbal or mathematical SAT over the past ten years. On the verbal SAT 2,493 students (7.8% of SAT takers) scored above 600 in 1981-82. This was 0.7 percentage points above the national average and 0.5 percentage points above last year's state average. Ten years ago 12.4% of SAT takers scored above 600 on the verbal portion. On the mathematical SAT 4,647 Connecticut Students (14.9% of the SAT takers) scored above 600 in 1981-82. This was 1.5 percentage points above last year and within 0.1 percentage point of the level five years ago. However, the current level is two percentage points below the state level of ten years ago and 0.4 percentage points below the current national level.

Table 5

Percent of Students Scoring Above 600
on the Scholastic Aptitude Test

Academic	Verbal		Mathematical	
Year	CT	Nation	CT	Nation
1981-82	7.8%	7.1%	14.9%	15.3%
1980-81	7.3%	7.0%	13.4%	14.4%
1979-80	7.9%	7.2%	14.8%	15.1%
1978-79	8.5%	7.7%	14.3%	15.0%
1977-78	8.6%	7.9%	15.0%	15.8%
1976-77	8.5%	8.0%	15.0%	16.1%
1975-76	9.0%	8.2%	15.9%	16.3%
1974-75	8.3%	7.9%	14.3%	15.6%
1973-74	10.8%	10.0%	16.6%	17.2%
1972-73	10.3%	9.7%	15.7%	16.7%
1971-72	12.4%	11.4%	16.9%	17.9%

Table 6 contains the average score on the Test of Standard Written English for male and female students in Connecticut and the nation for the years from 1974-75 to 1981-82. The current Connecticut average of 42.5 (on a scale of 20 to 80) was 0.2 points above the national average, the smallest gap ever recorded. Since its inception in 1974-75 Connecticut scores have declined every year. National scores had been following this pattern until 1981-82 when they increased by 0.1 points. Females have outperformed males on this test, but the difference has narrowed. In Connecticut this difference was 1.3 points and in the nation it was 1.0 points in 1981-82. In Connecticut in 1974-75 females outscored males by an average of 2.4 points.

Table 6

Test of Standard Written English Scores

Academic Year	Males		Females		Total	
	CT	Nation	CT	Nation	CT	Nation
1981-82	41.8	41.7	43.1	42.8	42.5	42.3
1980-81	41.9	41.5	43.3	42.9	42.6	42.2
1979-80	42.3	41.7	43.7	43.0	43.0	42.4
1978-79	42.3	41.8	44.2	43.2	43.3	42.5
1977-78	42.8	42.0	44.6	43.5	43.7	42.8
1976-77	42.9	42.2	44.5	43.7	43.8	42.9
1975-76	42.9	42.1	44.9	44.0	43.9	43.1
1974-75	43.0	42.2	45.4	44.3	44.2	43.2

Table 7 contains a ten-year summary of the scores and percent of students in Connecticut and the nation taking the six achievement tests selected most frequently by Connecticut Students in 1981-82. In Connecticut 10,680 students (33.4% of SAT takers) took at least one achievement test in 1981-82; nationwide the figure was 19.9%. In 1981-82 in both Connecticut and the nation, the four tests most popular were English Composition, Mathematics Level 1, American History and Biology. In Connecticut these were followed by Chemistry and Spanish, while in the nation Mathematics Level 2 was ranked fifth and Chemistry sixth. The major change in these rankings in Connecticut was the drop of French from fourth in 1971-72 to seventh currently.

The English Composition Achievement Test was taken by 31.4% of Connecticut SAT takers and 18.3% of SAT takers in the nation. The Connecticut average of 521 in 1981-82 was one point above the national average even though the national group is more selective than Connecticut. This average was 10 points above last year's Connecticut average and about 3 points above the State average over the past ten years.

In Connecticut, where approximately 1 college-bound senior in 4 took the Mathematics I Achievement Test in 1981-82, the mean score was 539. Nationwide, where only 1 in 7 took this test, the average was 545. Nevertheless, the Connecticut average was 5 points better than last year, 14 points above the 1979-80 low and 3 points above the State average over the past ten years.

In every year since 1971-72 Connecticut seniors taking the American History Achievement Test have scored above the national average, even though a higher percentage take the exam in Connecticut than in the nation (8.0% versus 5.6% in 1981-82). Additionally, the Connecticut score of 521 in 1981-82 was the highest reported in ten years. In the past ten years the percentage of college-bound seniors taking this test has declined both in Connecticut (11.3% in 1971-72) and the nation (10.3% in 1971-72).

Table 7

Selected Achievement Test Scores

Academic Year	CT Percent Taking	CT Mean	Nation Percent Taking	Nation Mean	CT Percent Taking	CT Mean	Nation Percent Taking	Nation Mean
	English Composition				Mathematics Level 1			
1981-82	31.4%	521	18.3%	520	25.8%	539	14.7%	545
1980-81	32.2%	511	18.4%	512	25.8%	534	14.7%	539
1979-80	33.2%	517	18.6%	518	26.3%	525	14.7%	536
1978-79	33.2%	512	18.9%	514	26.4%	527	14.7%	537
1977-78	34.9%	514	19.7%	512	27.5%	532	14.8%	541
1976-77	33.8%	511	20.5%	516	25.5%	540	15.3%	547
1975-76	33.5%	536	21.3%	532	24.8%	542	15.8%	546
1974-75	33.1%	516	21.3%	515	25.1%	540	15.9%	545
1973-74	34.6%	519	23.2%	517	26.1%	541	17.5%	545
1972-73	37.7%	524	27.1%	517	28.3%	536	20.8%	537
1971-72	41.3%	524	30.6%	516	31.4%	540	23.5%	541
	American History				Biology			
1981-82	8.0%	521	5.6%	511	6.8%	529	4.1%	548
1980-81	7.9%	514	5.5%	508	7.3%	522	4.1%	546
1979-80	8.4%	509	5.6%	501	7.9%	525	4.1%	551
1978-79	9.2%	483	5.8%	480	7.8%	528	4.3%	547
1977-78	9.2%	508	6.1%	496	8.3%	528	4.8%	544
1976-77	9.3%	499	6.4%	492	7.3%	530	4.6%	543
1975-76	8.2%	501	6.4%	493	7.2%	540	4.6%	543
1974-75	7.9%	506	6.4%	494	6.6%	533	4.7%	544
1973-74	8.4%	511	7.2%	498	6.7%	537	4.7%	545
1972-73	9.8%	506	8.6%	498	6.7%	531	5.0%	532
1971-72	11.3%	507	10.3%	492	6.8%	540	5.0%	535
	Chemistry				Spanish			
1981-82	6.3%	557	3.5%	575	5.6%	516	2.6%	531
1980-81	6.3%	556	3.5%	571	5.7%	515	2.5%	529
1979-80	6.0%	551	3.5%	573	4.7%	513	2.5%	524
1978-79	5.9%	551	3.4%	575	5.4%	524	2.4%	542
1977-78	6.0%	553	3.5%	577	5.0%	534	2.5%	544
1976-77	6.0%	540	3.6%	574	4.9%	521	2.5%	535
1975-76	5.2%	542	3.4%	567	4.4%	534	2.6%	547
1974-75	4.9%	549	3.3%	569	4.6%	533	NA	NA
1973-74	5.4%	562	3.7%	581	4.7%	550	2.8%	560
1972-73	5.3%	570	4.2%	572	5.4%	537	3.3%	539
1971-72	5.8%	566	4.7%	568	4.9%	531	3.3%	530

Connecticut performance on the Biology Achievement Test rebounded 7 points from last year's low to 529, a level only 2.4 points below the average of the past ten years. The percentage of Connecticut students taking this examination in 1981-82 was 6.8%, down from the 8.3% peak in 1977-78 but at the same level as 10 years ago. Nationwide, where 4.1% of the college-bound seniors took this test in 1981-82, the average score was 548.

On the 1981-82 Chemistry Achievement Test the Connecticut average of 557 was the highest since 1973-74 despite the fact that 6.3% of the college-bound seniors took it in 1981-82 compared to 5.4% in 1973-74. With only 3.5% of college-bound seniors nationwide taking the test, the 1981-82 average of 575 was 18 points above the Connecticut level.

The Connecticut average on the 1981-82 Spanish Achievement Test was 516, 15 points below the national average. This test was taken by 5.6% of the college-bound students in Connecticut and 2.6% nationally. Although the current Connecticut score was three points above the 1979-80 low, it was 13 points below the average of the past ten years.

III HIGH SCHOOL RECORD

The SAT, TSWE and Achievement Test scores present only a partial picture of the Connecticut college-bound seniors. To expand this picture these students' grade point average, course work, honor course participation and high school activities are presented in the next four tables.

Table 8 presents ten years of data on the self-reported grade point average (GPA) and percentage of grades below C (2.0) for male and female college-bound seniors in Connecticut and the nation. These self-reported grade point averages for all college-bound students peaked in 1975-76. In 1981-82 the GPA for Connecticut males was 2.84 and that for females 2.97 (on a scale where A=4, B=3,.. F=0), a difference of .13 points. The modest decline noted since 1976-77 may be signaling the end of a period of "grade inflation." In 1981-82, 6.4% of the college-bound males in Connecticut reported a GPA below 2.0 (a C average) as did 3.7% of the females (a 10 year high). Comparable figures for the nation were 4.6% for males and 3.0% for females.

Table 8

High School Grade Point Average (GPA)

Academic Year	Connecticut Males GPA	Connecticut Males Percent Below C	Connecticut Females GPA	Connecticut Females Percent Below C	Nation Males GPA	Nation Males Percent Below C	Nation Females GPA	Nation Females Percent Below C
1981-82	2.84	6.4%	2.97	3.7%	3.00	4.6%	3.11	3.0%
1980-81	2.84	6.5%	2.98	3.5%	3.00	4.7%	3.11	3.0%
1979-80	2.84	6.3%	3.00	3.6%	3.00	4.6%	3.12	2.9%
1978-79	2.86	5.6%	3.02	2.8%	3.01	4.4%	3.13	2.7%
1977-78	2.89	5.4%	3.05	2.9%	3.03	4.2%	3.15	2.6%
1976-77	2.91	5.3%	3.05	2.6%	3.05	3.9%	3.17	2.3%
1975-76	2.91	5.0%	3.07	2.6%	3.05	3.7%	3.18	2.1%
1974-75	2.87	5.6%	3.05	2.7%	3.01	4.3%	3.16	2.3%
1973-74	2.83	7.2%	3.03	3.1%	2.98	5.1%	3.14	2.6%
1972-73	2.81	7.7%	3.00	3.5%	2.95	6.0%	3.13	2.2%

Table 9 compares the current mean number of years of study in English, mathematics, foreign languages, biological sciences, physical sciences and social studies for male and female college-bound students in Connecticut and the nation with levels five and ten years ago. With the exception of social studies, Connecticut college-bound seniors reported taking more courses than those nationwide in each of the years examined. The notable changes in the pattern of courses taken were the increase in the number of mathematics courses taken by students (females especially) in the past five years, the decline in the number of foreign language courses taken over the past 10 years, and the increase in the number of physical science courses taken in the past 10 years.

Table 9

Mean Years of Study by Subject Area

		1971-72		1976-77		1981-82	
Course		CT	Nation	CT	Nation	CT	Nation
English	Males	4.01	3.90	4.00	3.92	4.02	3.96
	Females	4.03	4.00	4.05	3.97	4.07	4.01
Mathematics	Males	3.70	3.50	3.70	3.57	3.82	3.72
	Females	3.32	3.10	3.35	3.19	3.56	3.44
Foreign Languages	Males	2.92	2.30	2.53	2.06	2.47	2.06
	Females	3.36	2.70	2.87	2.34	2.86	2.34
Biological Sciences	Males	1.37	1.30	1.44	1.40	1.41	1.39
	Females	1.40	1.30	1.51	1.42	1.48	1.42
Physical Sciences	Males	1.85	1.60	1.98	1.91	2.05	2.03
	Females	1.45	1.10	1.56	1.50	1.68	1.63
Social Studies	Males	3.11	3.40	3.05	3.23	3.11	3.25
	Females	2.95	3.20	2.87	3.16	2.98	3.20

Table 10 compares the current percentage of male and female college-bound seniors in honors courses in Connecticut and the nation with the percentage five years ago. In 1981-82 the percentage of Connecticut students in honors courses was greater than the national percentage for foreign languages, the sciences and social studies, but below the national percentage in English and mathematics. More females were enrolled in English and foreign language honors courses while more males were enrolled in the mathematics and physical science honors courses. Compared to

five years ago the percentage of Connecticut females in honors courses has increased in all areas except mathematics, while the percentage of males in honors courses has not increased in any area.

Table 10

Percent of College-Bound Seniors in Honors Courses

		1976-77		1981-82	
		CT	Nation	CT	Nation
English	Male	13	12	12.1	14.2
	Female	15	14	16.4	17.8
Mathematics	Male	17	16	15.1	15.9
	Female	14	13	13.4	13.8
Foreign Languages	Male	10	7	9.3	6.9
	Female	11	8	12.7	7.9
Biological Sciences	Male	12	10	11.1	10.0
	Female	11	9	11.4	9.9
Physical Sciences	Male	13	10	12.1	11.3
	Female	11	8	11.5	9.6
Social Studies	Male	11	8	10.7	9.9
	Female	10	8	11.8	10.0

Table 11 compares the current percentage of Connecticut male and female college-bound seniors involved in high school activities with the percentages five and ten years ago. The percentage participation refers to those students who participate in at least one activity, not the participation of college-bound students in general. Over the past ten years the percentage of SAT takers responding to this question has improved from 53.9% to 79.6% for males and from 59.5% to 84.8% for females. In the past ten years the only areas showing increased participation were athletics and art, music or dance. In the past five years, a period in which male participation in athletics was stable at around 82%, female participation increased from 59% to 64.4%. Females have had higher participation rates then males in all activities except athletics.

Table 11

High School Activities

Activity	Sex	1971-72	1976-77	1981-82
Athletics, including Intramural & Community	Male	75	83	82.2
	Female	56	59	64.4
Ethnic Organizations	Male	11	5	4.8
	Female	13	8	7.6
Journalism, Debating, Dramatics	Male	28	24	22.6
	Female	39	34	30.2
Art, Music or Dance*	Male	25	28	31.3
	Female	42	48	50.7
Departmental or Pre-professional Clubs	Male	9	8	7.3
	Female	26	14	10.7
Religious Organizations	Male	36	28	28.2
	Female	50	38	34.4
Social or Community Clubs	Male	47	38	34.1
	Female	61	51	48.2
Student Government	Male	29	19	17.9
	Female	34	27	26.0

*In 1971-72 this included band, orchestra and chorus only.

IV COLLEGE PLANS

The Student Descriptive Questionnaire section on college plans includes questions about degree level goals, intended areas of study, plans for special assistance, advanced placement plans, housing preferences and planned extracurricular activities. The first two areas are analyzed in this report.

Table 12 presents the current degree-level goals of male and female Connecticut college-bound seniors and those five and ten years ago. In 1981-82, 7.5% of these students planned to obtain a two year or Associate degree, 32.8% a Bachelor's degree, 25.4% a Master's degree, 12.9% a professional degree, and 21.5% were undecided. In the past ten years the major shifts have been a 4.3 percentage point decline in the percentage citing two year program or associate degree, a 5.9 percentage point drop in the percentage undecided and a 11.7 percentage point increase in the percentage citing MA or MS degree as a goal. While the percentage with a professional degree as a goal has declined only modestly, the composition of that group has changed markedly. Ten years ago 18.5% of the males and 6.0% of the females cited this area as their goal. Currently the percentage is 13.8% and 12.1%, respectively. With these changes the distribution of the responses of male and female students is more alike now than in the past five or ten years.

Table 12

Degree-Level Goals

Goal	Sex	1971-72*	1976-77	1981-82
Two Year Training Program	Males	3.7	5.0	4.2
	Female	11.7	6.0	3.6
	Total	9.8	5.0	3.9
Associate in Arts Degree	Male	1.9	2.0	1.9
	Female	3.3	5.0	5.1
	Total	2.0	4.0	3.6
BA or BS Degree	Male	25.9	28.0	31.5
	Female	30.0	32.0	33.8
	Total	31.4	30.0	32.8
MA or MS Degree	Male	20.4	23.0	27.3
	Female	23.3	22.0	23.8
	Total	13.7	22.0	25.4
MD, Ph.D., Other Professional Degree	Male	18.5	18.0	13.8
	Female	6.0	10.0	12.1
	Total	13.7	14.0	12.9
Undecided	Male	29.6	24.0	21.4
	Female	23.3	25.0	21.5
	Total	27.4	25.0	21.5

*Adjusted for non-respondents

Table 13 presents the percentage of male and female college-bound seniors in Connecticut planning to enter six global areas of study in 1981-82 and five and ten years ago. The arts and humanities area includes architecture, art, the languages, music, philosophy, religion and theater. The biological sciences category includes agriculture, biology, forestry, nursing, therapy, premedical, and similar areas of concentration. The physical science area includes computer science, engineering, mathematics, chemistry, geology and physics. The social science area includes education, ethnic studies, geography, history, home economics, library science, military science, psychology and similar courses.

Table 13

Intended Area of Study

	1971-72		1976-77		1981-82	
	M	F	M	F	M	F
Arts & Humanities	13.0	19.9	9.9	14.9	9.7	13.5
Biological Sciences	18.8	26.3	19.5	31.7	11.7	21.7
Business, Commerce & Communications	15.5	6.6	21.3	16.2	24.6	24.7
Physical Sciences	19.8	5.2	23.3	4.7	32.9	11.2
Computer Sci.	NA	NA	3.1	1.5	8.9	6.5
Engineering	10.0	0.2	15.0	1.1	20.2	2.5
Mathematics	4.1	3.0	2.0	1.2	1.3	1.3
Social Science	23.3	36.0	17.3	26.2	13.4	21.6
Education	5.4	16.9	3.6	11.2	1.8	6.7
Misc. & Undecided	9.6	6.1	8.5	6.1	7.7	7.2

In the past ten years there has been a distinct shift in the intended area of study from the arts and humanities, the biological sciences and the social sciences to business and commerce and the physical sciences. The percentage of females intending to enter business and commerce increased from 6.6% in 1971-72 to 24.7% in 1981-82. An increase (from 15.5% to 24.6%) was also evident for males in this area in the same period. The percentage of males intending to enter the physical sciences increased from 19.8% in 1971-72 to 32.9% in 1981-82. In this traditionally male area the percentage of females increased from 5.2% to 11.2% in this period. Within the physical science area, computer science and engineering experienced significant growth, but the percentage choosing mathematics declined slightly.

Of particular interest to educators is the number of seniors intending to enter education. This is a useful predictor of the supply of teachers four years later. In the past ten years the percentage of students planning to study education decreased sharply. Ten years ago 5.4% of the males and 16.9% of the females intended to enter this area, but by 1981-82 the percentages had dropped to 1.8% for males and 6.7% for females.